

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding to help improve the progress and attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School Overview

Detail	Data
School name	Connaught School for Girls
Number of pupils in school	557
Proportion (%) of pupil premium eligible pupils	34.1% (190)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/25-2027/2028
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Alexander Silk, Headteacher
Pupil premium lead	Laura Binz, Deputy Headteacher
Governor/ Trustee lead	Liz Jackson, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£230,050
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£230,050

Part A: Pupil premium strategy plan

Statement of intent

At Connaught School For Girls, we are committed to ensuring all our pupils, regardless of background or barriers to learning, have equal access to high-quality teaching and enrichment opportunities. Our pupil premium strategy is rooted in evidence-based approaches to close the attainment gap, particularly in English Baccalaureate (EBacc) subjects, and support the wellbeing and future success of our disadvantaged pupils.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The strategies we have outlined in this statement are also intended to support their needs, regardless of whether they are defined as being disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This focus is proven to have the greatest impact on closing the disadvantage attainment gap and, at the same time, will benefit non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment rather than assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point the need for support is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>Lower attainment on entry than peers</p> <p>Meaning that Pupil Premium students have to make greater progress during their time at secondary school to match the achievement outcomes of non-Pupil Premium students</p>
2	<p>Disproportionate impact of industrial action in the school in recent years</p> <p>Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by industrial action in the school to a greater extent than for other pupils. These findings are backed up by several national studies conducted where there were partial or full closures.</p> <p>This has resulted in significant knowledge gaps resulting in pupils falling further behind expectations. In particular we have noted that some department areas have been disproportionately impacted due to larger numbers of</p>

	teachers in those areas being out of school for the strikes, notably in Maths, Science and, to a lesser extent, English.
3	<p>Increased SEMH (social, emotional, mental health) needs</p> <p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression, low self esteem, students emotional dysregulation and self harm behaviours (diagnosed by CAMHS). This is partly driven by concern about exams and their future prospects, and the slowed and inconsistent uptake with enrichment and extracurricular opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Over time, there have been increased safeguarding concerns year on year and we have expanded the DSL (Designated Safeguarding Lead) team to include three Heads of Year (HoY) and the school's Attendance Officer and will look to do DSL training with the remaining two HoYs this academic year.</p> <p>Currently, 21 students receive social and emotional needs support from a Learning Mentor this academic year. Six (29%) of these students are Pupil Premium. Last academic year, 23 students received counselling support - 14 (61%) of these students were Pupil Premium. We are currently in the process of finalising the students for the 15 spaces available for counselling this academic year. Many other students are also receiving informal support from form tutors and HoYs.</p>
4	<p>Reduced access to enrichment activities</p> <p>Extracurricular provision has been set up for the 2025-2026 academic year - numerous educational visits have already been organised and there are a wide variety of clubs for students to choose from. The plan is to give our disadvantaged pupils greater access to wider learning opportunities and to be introduced to new interests. Registers will be taken on Arbor and attendance is monitored so that we can track engagement from PP students which the Deputy Head will work with HoYs to promote. We have subsidised educational visit costs for PP students.</p>
5	<p>Reduced access to at home learning</p> <p>Our records identify a number of disadvantaged students who require financial support so that they are not further disadvantaged and can engage fully in both educational and extracurricular opportunities. We have loaned Google chromebooks and laptops to PP students. We may use funds to purchase other essential items such as school equipment and uniform if needed.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved attainment and progress among disadvantaged pupils across the curriculum at the end of KS4	Whilst from 2023 to 2024, the Progress 8 figure for disadvantaged students (-0.08) exceeded that of non-disadvantaged (-0.18); from 2024 to 2025, there was an improvement in both Progress 8 figures.

	<p>The FFT FSM6 P8 figure was calculated at 0.49; whilst that of the whole cohort was 0.41. Unfortunately, the progress score in Maths was lower for FSM6 students than the whole cohort; however, the difference was marginal (-0.26 compared to -0.21). Positively, the progress of FSM6 pupils in EBacc subjects exceeded the overall cohort figure (0.37 compared to 0.17).</p> <p>Whilst from 2023 to 2024 Attainment 8 figures showed a gap between disadvantaged and non-disadvantaged students (46.15 compared to 50.19), the Attainment 8 scores for both FSM6 pupils and the whole cohort were 5.2 in 2024-2025 showing no difference. We expect these figures to improve further during 2025-2026 and internal pupil progress data for years 7-10 to reflect this.</p>
Improved participation in enrichment activities (both clubs and educational visits) amongst disadvantaged students	<p>More Pupil Premium students will be involved in extra curricular provision - both clubs and trips. Data is collected through Evolve trips and clubs and analysed. There has been a significant increase in participation in enrichment activities, particularly among disadvantaged pupils recorded on Evolve Clubs and Trips (this will move to Arbor for clubs this academic year). Improvements in this area were referenced in our recent Ofsted report (February 2025):</p> <p><i>"Pupils benefit from a wide range of extra-curricular activities. Pupils enjoy these new opportunities and many take part in a club, such as mindfulness, board games and archery. Pupils particularly appreciate the therapeutic and mentoring opportunities available, including the chance to walk Monty the school dog. An increasing range of educational visits enhances the taught curriculum, such as a recent history trip to Ypres."</i></p> <p>https://files.ofsted.gov.uk/v1/file/50273263</p>
Improved SEMH support and outcomes to achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged	<p>This will be evidenced through qualitative data from student and parents voice surveys and teacher feedback.</p>

Planned Expenditure

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD on checking for understanding (including the SSAT EFA CPD programme) and adaptive teaching	Evidence from the EEF for the SSAT EFA programme: https://educationendowmentfoundation.org.uk/projects-and-evaluation/promising-programmes/embedding-formative-assessment	1, 2

Targeted academic support

Budgeted cost: £80,050

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekend and holiday revision Year 11 students benefit from additional face-to-face time to prepare them with the skills and content for their GCSE examinations	Evidence from the EEF for extending the school day: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	1, 2
Literacy and reading intervention programme with Lexiconik	Evidence from the EEF for reading strategies: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	
Disadvantaged underachieving year 7 and 10 students benefit from targeted small group tuition for core subjects (Maths and English), improving life chances	A coordinated timetable using Action Tutoring, which has a track record on impact. Evidence from the EEF for small group tuition:	1, 2

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	
Students identified as SEND benefit from lesson support from Learning Support Assistants	Evidence from the EEF for teaching assistant interventions: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 2
Library and homework club provision before school, at lunch and after school to support pupils in their learning, particularly those without a study space and resources at home	Evidence from the EEF for homework: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	4, 5

Wider strategies

Budgeted cost: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specialist learning mentoring and counselling interventions for identified students who require support with regulating their emotions and behaviour which includes learning mentoring and counselling costs (training and supervision)	The EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression: https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions Evidence from the EEF for social and emotional learning: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3
Contingency fund for acute issues	Based on experience, we have identified a need to set aside funding to respond quickly to needs that have not yet been identified. These may include providing uniform and school equipment and contributing to enrichment and extracurricular opportunities	4, 5
ECP provision has widened in response to student and parent voice surveys,	Opportunities have been created to widen the enrichment provision across the school, in terms of clubs, workshops	3, 4, 5

specifically PP students are targeted to increase uptake of disadvantaged students	<p>and educational visits and work experience.</p> <p>The school utilises Arbor to analyse the take up of enrichment activities, in particular for PP students and included time for running clubs in teachers' directed time.</p> <p>Evidence from the EEF: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	
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Total budgeted cost: £230,050

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Improved attainment and progress among disadvantaged pupils across the curriculum at the end of KS4	<p>Whilst from 2023 to 2024, the Progress 8 figure for disadvantaged students (-0.08) exceeded that of non-disadvantaged (-0.18); from 2024 to 2025, there was an improvement in both Progress 8 figures. The FFT FSM6 P8 figure was calculated at 0.49; whilst that of the whole cohort was 0.41. Unfortunately, the progress score in Maths was lower for FSM6 students than the whole cohort; however, the difference was marginal (-0.26 compared to -0.21). Positively, the progress of FSM6 pupils in EBacc subjects exceeded the overall cohort figure (0.37 compared to 0.17).</p> <p>Whilst from 2023 to 2024 Attainment 8 figures showed a gap between disadvantaged and non-disadvantaged students (46.15 compared to 50.19), the Attainment 8 scores for both FSM6 pupils and the whole cohort were 5.2 in 2024-2025 showing no difference.</p>
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects	Data gathered from pupil progress, CPD case studies, student voice and Teaching and Learning Quality Assurance demonstrated some improvements in metacognitive and self-regulatory skills
Achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged	<p>High levels of wellbeing from 2023-2024 were sustained in 2024-2025 and were demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observation • a significant increase in participation in enrichment and extracurricular activities, particularly among disadvantaged pupils recorded on Evolve Clubs
Parents, including those of disadvantaged students, feel confident to support their child's learning	<p>High levels of parental involvement from 2023-2024 were sustained in 2024-2025 and were demonstrated by</p> <ul style="list-style-type: none"> • qualitative data from parent surveys • increased participation in parent forums and workshops